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ABSTRACT

This document is a 107-item annotated bibliography, arranged alphabetically by author, on aquatics for the impaired, disabled, and handicapped. The range of the bibliography covers books and journal articles primarily from the late 1960s and early 70s, though there is material from as early as 1936. There is a subject index. Listed in addition to the bibliographic entries are personal sources of information, associations and foundations, films, and periodicals and other items that might yield information on the topic. (JA)

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Information Sheet

AQUATICS FOR THE IMPAIRED, DISABLED, AND HANDICAPPED

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Introduction

Various physical and recreational activities can be used effectively for diverse purposes in education, recreation, habilitation, and rehabilitation programs for impaired, disabled, and handicapped individuals of all ages and descriptions. Swimming and aquatic activities have been especially well received by these groups. Many persons working in these areas seek additional information and materials about exciting and productive experiences of others, their success stories, and their promising practices. This Information Sheet on Aquatics for Impaired, Disabled, and Handicapped has been developed to help interested individuals learn of what others have been doing, locate personnel and material resources, and to obtain additional assistance to help them with their programs and activities.

This Information Sheet is an expansion and extension of the Annotated Bibliography: Swimming for the Handicapped developed by Susan Grosse, J.F. Ganselen School, Milwaukee, Wisconsin, and distributed by the AAHPER Unit on Programs for the Handicapped. Additional information was gathered and contents of the Information Sheet developed by a committee that participated in a special closed workshop sponsored by the Council for National Cooperation in Aquatics at Yale University in November 1971.

The Information Sheet has been completed and is being distributed as a service of the AAHPER Information and Research Utilization Center in Physical Education and Recreation for the Handicapped under a grant from the Bureau of Education for the Handicapped (Department of Health, Education, and Welfare).

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Project No. OEG-0-72-5454-233563

Index to the Annotated Bibliography

academic achievement-37,96,103
adaptations-see stroke modifications
administration-7,13,33,75,104
amputation-7
attitudes-16
award systems-13

balance-2,61
blind-9,17,20,31,38,41,47,54, 74,77,80,88,92

camp programs-9,87,107
cardiac cases-7,80,96
case histories-14,67,68
cerebral palsy-7,31,54,87,92, 98
community programs-16,36,43,64, 78,103,104
competition-12,48,69,89

deaf-17,31,38,53,61,74,77,92

emergency procedures-99
emotional disturbance-7,31,38,42,79
equipment-38,40
exercise-10,56,57,101

facilities-10,12,22,29,38,43, 45,51,57,64,75,76,78,87, 103,105,106,107
floatation devices-41,46,77

games-17,18,26,41,99

historical background-65
hydrogymnastics-16,56

in-service training-4,7,60,80, 85,105

joint injuries-55

learning disability-17,38,62
lesson plans-13,84,99
lordosis-55

mental illness-see emotional disturbance
mental retardation-1,3,4,5,6, 7,11,13,14,15,17,24,28,33, 35,36,,38,44,46,49,50,63,64 66,80,82,93,100,102
methods-see teaching methods
movement exploration-2,26,83
multiple-handicapped-39,70

objectives-7,15,33,54
organization of program-13, 14,23,33,34,51,54,75, 103,104,105

Paralympic Games-12
paralysis-7
parent involvement-5,45,64
perceptual-motor-25,26,30,83
physically handicapped-8,14, 27,29,31,35,38,39,54,80, 82,85
physician's recommendations- 12,17,34,77
physiological values-68,76,87 see also values
polio-92
problem solving-2
psychological values-68,76 see also values

safety-17,47
SCUBA diving-20,22
self concept-49,63,93
sensory disability-7
skill progression-4,7,35,52, 85,100
small craft-39,65
spatial awareness-2
Special Olympics-89
spina bifida-71
staffing-45,58,64,86
stroke modification-12,16,38, 80,94,105
stunts-see games
synchronized swimming-79

teaching methods-2,5,8,9,15, 24,31,35,37,40,44,70,76, 77,83,85,94,100,105
therapeutics-10,40,52,57,67, 95,97,101
training of personnel- see in-service training
tuberculosis of the bone-32

values-6,7,15,16,20,21,23, 27,33,34,36,40,44,46 54,65,66,72,77,78,80,85,90
veterans-67
volunteers-5,58,85,86,104

water skiing-20

Annotated Bibliography

1. Abramson, Richard A. The Effects of Three Training Techniques on the Swimming Abilities of Trainable and Educable Mentally Retarded Children. Unpublished Research Study. Waterville, Maine: Colby College, 1971.

The purpose of this study was to determine whether or not an essentially non-verbal teaching technique would be more effective than an essentially verbal technique when teaching swimming to children of lower verbal ability (TMR, EMR). They found no significant advantage to the non-verbal technique. However, data suggests more research is needed in this area.

2. Ackerman, Jeanne. "Using Movement Exploration in the Swimming Pool With Mentally Retarded." Journal of Health, Physical Education, and Recreation, October 1971.

The problem solving approach is applied to activities in the water to help children improve locomotion, balance, spatial awareness, and force. Included are specific activities for the child as well as suggested methods for presentation. Background information on movement exploration is also cited.

3. American Association for Health, Physical Education, and Recreation. A Guide to Programs in Recreation and Physical Education for the Mentally Retarded. Washington, D.C.: the Association, 1968.

This publication is a guide for general recreation and physical activity programs for the mentally retarded. Specific swim activity is mentioned as it pertains to the objectives or values of activities being discussed.

4. _____. A Practical Guide for Teaching the Mentally Retarded to Swim. Washington, D.C.: the Association and the Council for National Cooperation in Aquatics, 1969.

Developed to help fill the gaps in instructional and recreational swimming programs for the mentally retarded, this guide is a composite of the ideas and experience of many individuals who have taught the mentally retarded to swim. It incorporates the successful, the practical, and the functional into a flexible and workable resource. This Guide has been designed for professionals and volunteers, for individuals with little or no background or experience with the mentally retarded, for those with minimal swimming and aquatic experience, and for personnel with little background in either area.

5. _____. "Learning to G[illegible] Along in Water." Journal of Health, Physical Education, Recreation 37: 35-[illegible], April 1966.

This article deals specifically with swimming for the mentally retarded and includes a letter to parents of prospective students, a letter asking for instructors, and a list of suggestions on teaching retarded children.

6. American Association for Health, Physical Education and Recreation. Recreation and Physical Activity for the Mentally Retarded. Washington, D.C.: the Association, 1966. Chapter VIII, "Aquatics", pp. 50-52.

A brief consideration of the value of swimming for the retarded along with general guidelines for program development.

7. American Red Cross. Swimming for the Handicapped. Washington, D.C.: American Red Cross, 1955.

This instructor's manual includes chapters on aims, values, and objectives; facilities and equipment; the handicapped in general; specific handicapping conditions (amputations, paralysis, cerebral palsy, sensory disabilities, cardiac cases, mental illness, and mental retardation). Each section contains suggestions for teaching. Sample information forms for admitting pupils to the program are included.

8. Anderson, William. Teaching the Physically Handicapped to Swim. New York: Transatlantic Arts, Inc. (565 Fifth Avenue), 1968.

This publication is primarily for the guidance of teachers of swimming, physical therapists, physical educators, and others concerned with the disabled. The methods described are those which have been used successfully and effectively by the author during over twenty years of teaching the physically disabled. The contents are practical, funtional, and have produced remarkable and gratifying results. Detailed descriptions of activities, methods, and procedures are an important section; many illustrations emphasize and reinforce the printed material. Case histories of students with a variety of disabilities are included as examples of the author's approaches.

9. Belenky, Robert. A Swimming Program for Blind Children. New York: American Foundation for the Blind (15 W. 16th St.), 1955.

This is a booklet based on experiences of author as swimming instructor in a camp for blind children. It contains an outline of swim program, an example of one successful camp waterfront, and teaching methods (a progression for blind beginner, instruction for novices and swimmers). Miscellaneous topics included are, braille and large print bulletin boards, swim records, search parties, and camper assistance.

10. Berg, S.E., and Gardner, W.E. "Therapeutic Pool Heals and Thrills Crippled Children." American School Board Journal 99: 23+; December 1939.

This article is based on the swimming program at Freeman School, Rockford, Illinois. Included are a brief description of the exercise and lesson

program, information about constructing their pool, and a good set of rules for pool use. This material is not relevant to exact teaching situations but will be valuable to someone establishing a swimming program for the handicapped. The general orientation of the article is therapeutic rather than skill developing.

11. Birmingham Area Chapter, American Red Cross. "Sun Dance Inside' After Work with Retarded Children." Salute. July-August-September 1966.

    A very brief description of the swim program conducted by the Birmingham Red Cross in conjunction with the Opportunity School Center there.

12. Bleasdale, Noel. "They May Also Be Olympic Swimmers." Swimming Times 41:12: 470; December 1964.

    This article mentions the Paralympic Games (for the physically handicapped) and describes the Wallasey and District Swimming Clubs in England, which produce swimmers who have competed in these games. Information includes desirable physical facilities, medical information to be obtained from prospective swimmers, and general adaptation of common strokes to the handicapped.

13. Braaten, J., and Lee, I. Swimming Program for the Trainable Retarded: Guides I, II, and III. Toronto, Ontario, Canada: Canadian Association for Retarded Children, nd.

    This is a set of teaching manuals containing information concerning organizing, administering, and conducting programs, including lesson plans, testing, and recognizing the achievement of participants.

14. Brooks, Judith. "What you See Happening is Called HOPE." Challenge 7:3; January-February 1972.

    A description of the swimming program for retarded and physically handicapped children held at the Trudeau Center, Warwick, Rhode Island. It contains information on organization of their program as well as short individual case histories of participants. It stresses what can be accomplished through swim instruction.

15. Brown, Richard L. Swimming for the Mentally Retarded. Arlington, Texas: National Association for Retarded Children, September 1958.

    A booklet containing detailed information on swimming for the retarded. Included is consideration of the various levels of retardation, values of swimming for the retarded, objectives for the program skills to be taught, and many teaching suggestions.

16. Brown, R. L. "Swimming Activity for the Handicapped." Journal of Health, Physical Education, Recreation 24: 14-15; April 1953.

    This article distinguishes differences between swimming and hydrogymnastics and enumerates specific advantages of swimming. Included are skills that

should be taught to the handicapped and stroke modifications. Consideration is given to special attitudes needed by teachers of the handicapped. Information is given about a community swimming program.

17. Canadian Red Cross. Teaching Swimming to the Disabled. Toronto, Ontario, Canada: Canadian Red Cross, 1969.

General tips on teaching the blind to swim, including suggested water temperatures, water games, water safety measures in the pool, and general health and safety suggestions. A section on the values of swimming for the blind is also included. Attention is given to teaching techniques for the TMR, learning disabled, and the hard of hearing. Sample forms for obtaining medical history and achievement progress records are a part of this publication. Brief mention of disabilities, definition, description, classification and common characteristics is made for these conditions--mentally retarded, physical disabilities, blind, partially deaf.

18. _____. Water Games and Individual Figures for the Handicapped. Toronto, Ontario, Canada: Canadian Red Cross, nd.

Water games and individual figures, shallow water games, deep water games, water games for beginner, intermediate, senior swimmers, advanced are all included. They emphasize participation by activities that are challenging but also fund.

19. Casady, Donald R. Swimming Programs for the Mentally Retarded. Iowa City: University of Iowa, March 1968.

This is an adaptation of the booklet, Swimming for the Mentally Retarded by the National Association for Retarded Children. Additional here is a brief description of each of the swimming skills included in the earlier manual.

20. Cass, Maurice. Recreation for Blind Adults. Springfield: Charles C. Thoas Publisher, 1966.

General benefits of swimming and activities that should be included in a swimming program for the blind are discussed. Material on swimming is quite general; however, some more detailed information on SCUBA diving and water skiing for the blind are included.

21. Connecticut Society for Crippled Children. Report on the Third Institute on Swimming for the Physically Handicapped. New Britain, Conn.: the Society.

This is a collection of reports and speeches given at the Institute. Most articles are concerned with the values of swimming programs for the handicapped.

22. Council for National Cooperation in Aquatics. Swimming and Diving: A Bibliography. New York: Association Press, 1970.

A comprehensive, unannotated bibliography serving as a guide to written materials and films in areas of swimming, diving, skin and SCUBA diving,

water safety and facilities. It includes books, periodicals, unpublished research and films.

23. Daniels, E.S., and Davies, Evelyn A. Adapted Physical Education. Second Edition. New York: Harper and Row, 1965.

A chapter deals with the general values of aquatic programs for the handicapped along with organizing and conducting these programs within the school physical education curriculum.

24. Davis, Ernie. "Fresh Approaches for Combating Persistent Problems." The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

He states a good case for the re-evaluation of methods and materials used in teaching the retarded to swim. Included are some especially good ways of getting the child used to the water. Diagrams and detailed explanations are used in the examples, making them easy to follow and understand.

25. DeBonis, Edith. "Water Activities for Children with Perceptual Motor Problems." Aquatics in the 70's. Pelham, N.Y.: Council for National Cooperation in Aquatics, November 1970. (Available through the American Association for Health, Physical Education and Recreation).

A discussion of the significance of water activities for children with perceptual motor problems. Consideration is given to the specific areas of development in which these children may be imapired, along with information on how swimming can be of value.

26. _____. "Water Activity to Combat Perceptual Motor Problems." The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

A description of a program of aquatic activities designed "to help children move more efficiently, rather than to teach them to swim." Geared to the child who has perceptual motor problems, the article includes short descriptions of creative movement problems and selected games and stunts performed both with and without equipment. These activities can be used with the non-swimmer as well as the swimmer.

27. Diemer, Franklin. "Swim Program" ICRH Newsletter 2:2; August 1966.

A description of the swimming program for physically handicapped children sponsored by the recreation department of Tonawanda, New York. Included is a discussion of the value of swimming, along with a brief outline of their program set-up.

28. _____. "Tonawanda Program is Outstanding." ICRH Newsletter 3:11; May 1967.

A description of the summer swim program for retarded children sponsored by the Tonawanda, New York recreation department. It includes several ideas for helping children adjust to the water during the first few lessons.

29. "Dome Protects Swimmers in Pool for Handicapped." Data and Reference Annual. Fort Lauderdale: Swimming Pool Weekly, 1972.

    This article describes a pool constructed specifically for use by the physically handicapped. A particular feature is a Crystogon Dome which can be closed over the pool or opened to shade play areas.

30. Engle, John. A Swim Program Effective for Children with Perceptual Disabilities. Oshawo, Ontario, Canada: the author, 97 Wayne Street, 1970.

    A description of the area of perceptual disability and its resulting effects on the ability to learn to swim. It includes specific information on types of perceptual problems and lists activities to aid the remediation of these problems while improving swimming skills.

31. Fait, Hollis. Special Physical Education; Adapted, Corrective, Developmental. Second Edition. Philadelphia: Wm. B. Saunders Co., 1966.

    Included are teaching methods for the handicapped in general and detailed discussion of swimming for specific handicapping conditions as blindness, deafness, cerebral palsy, orthopedic problems, and emotional disturbances. Consideration is also given to the fear of the water exhibited by the handicapped.

32. Ferguson, R.S. "Water Safety for the Physically Handicapped." Journal of Health, Physical Education, Recreation 20:317+; May 1949.

    This outlines a project at Seaside Sanitorium (Connecticut) involving children of all ages handicapped by tuberculosis of the bone. Examples of the types of children helped, problems which arose, and general comments on the process of learning to swim of these children are included.

33. Foster, Robert E. "Swimming Activity Opens a New World for Retarded Youths." Swimming Pool Age. September 1967.

    A description of the swimming program at the Stewart School for Trainable Mentally Retarded Children, Las Vegas, Nevada. Included is a justification for the program, objectives, organizational set-up and a consideration of the benefits to the students.

34. Gabrielsen, M.A., Spears, B., and Gabrielsen, R.W. Aquatics Handbook. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

    A chapter delineates the values of swimming for the handicapped, organization of the program, specific handicaps and their relation to swimming, and includes samples of two charts (one for physician's recommendations and one for pupil progress).

35. Garrett, Hayward. "Swimming for the Handicapped." Illinois News: Health, Physical Education and Recreation 13:3 May 1966.

    A listing of two important considerations when teaching the retarded

physically handicapped how to swim. They are methods of instruction and skills to be taught.

36. "Get Them in the Swim." Mental Retardation News 20:3; March 1971.

Contains short descriptions of several successful programs of swimming for the retarded. Included are comments on where each program received community support, discussion of the value of swimming for the retarded and brief statements of the results of their efforts.

37. Gober, Bill. "Swimming for Trainable Retarded." Challenge 3:5; May 1968.

Their program is based on the theory that a definite relationship exists between the attainment of physical skill and an increased awareness and proficiency in academic activities. Included in the article is an outline of the organization of their program in DeKalb County along with a description of the techniques they use.

38. Grosse, Susan J. "Adapted Swimming." The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

A listing of suggested adaptations in techniques, equipment, and/or facilities for teaching swimming to children with a variety of handicaps. Included are the auditorally impaired, learning disabled, mentally retarded, emotionally disturbed, physically handicapped and visually impaired.

39. _____. "Small Craft Safety: A Valuable Addition to Your Swimming Program." Challenge 7:5; May-June 1972.

A description of a unit on small craft safety which was included in the swimming for physically and multiply-handicapped children at the F. J. Gaenslen School in Milwaukee, Wisconsin.

40. Grove, Frances. "Aquatic Therapy: A Real First Step to Rehabilitation." Journal of Health, Physical Education, and Recreation, October 1970.

A description of the program at the Pacific State Hospital, Pomona, California. Both the therapeutic and recreational values of swimming for the handicapped are discussed. Emphasis is on participation for all at what ever level of ability or degree of handicap the person has. Consideration is also given to teaching methods and equipment used.

41. Grutzmacher, Jean. An Evaluation of 3 Experimental Methods of Teaching Swimming To Blind and Partially Sighted. Doctoral dissertation. Columbus: Ohio State University, 1960.

Describes the use of water games, floatation devices, and music as techniques for teaching blind. Comparisons of methods and effective use.

42. Hausman, R.M. Swimming for Emotionally Handicapped Children. Department of Special Education, University of Hawaii, nd.

A study designed to test the efficacy of a swimming program for a small group of three seriously disturbed children in terms of group cohesiveness, physical development and swimming ability. Their basic method was indirect instruction with the primary emphasis on the development of socialization skills. Information regarding skills developed and evaluation procedures is also included.

43. Hoskin, Alvin D. "Rec Head Studies Pool Ideas." ICRH Newsletter 3:6; February 1968.

An exerpt from a longer report by the Long Beach, California, Recreation Commission done to investigate the feasibility of a proposed swimming pool for the handicapped. An excellent source for those having to start a program from the very beginning. It brings out the many factors which need to be considered before the actual program begins.

44. Hayden, Frank J. "Getting in the Swim." ICRH Newsletter 1:4; October 1965.

A brief discussion of the values of swimming for the retarded, and outline of what should be included in an aquatic program and several hints on teaching techniques. Especially valuable for those who are just starting a program.

45. Herdie, James F. "Swimming for the Handicapped Children." Recreation. 84-85; February 1955.

This article describes a swimming program for the handicapped in Manchester, Connecticut. Included are information and procedures about initial parent contact, pupil screening, pool facility adaptation, staffing, and class scheduling.

46. Humbert, Carol. "YWCA Aquatic Classes for Michigan Handicapped." Data and Reference Annual. Fort Lauderdale: Swimming Pool Weekly, 1972.

This article contains a description of the development of a swimming program for trainable retarded children attending Gard School, St. Joseph, Michigan. Included is the rationale behind the program, as is the assumed values for the participants. Particular to their program is the use of floatboards as aids to buoyancy and skill development.

47. Hunt, V.V. Recreation for the Handicapped. Englewood Cliffs, N.J.: Prentice-Hall, 1955.

A general listing of swimming activities for all handicapping conditions along with special safety precautions for the blind are provided.

48. Jarvis, Jack. "Seattle Swim Meet is an Annual Event." ICRH Newsletter 3:11; May 1967.

A description of an annual invitational swim meet for handicapped children put on by the King County Park and Recreation Department. A brief outline of the organization of the meet is included along with some comments on the value of competition for the handicapped.

49. Jirka, Rudolf R. "Effects of Ten-Week Self-Development Fitness Program Through Swimming (for Mentally Retarded Adults)." Journal of Physical Education 66:5: 150-151; May-June 1969.

This describes a project designed to identify, evaluate, and document the effects of aquatic activities upon motor fitness through increasing proprioceptive input which is basic to the development of self-image in mentally retarded adults. The program included land activities as well as swimming sessions; no specific information on the exact type of swim activity is given.

50. Johnson, Helene. "Hey! Watch Me!" Youth Reporter (Birmingham American Red Cross), October 1966.

A brief commentary on the personal satisfaction the author received while working with mentally retarded children during a summer swim program. It provides some insight into the psychological values of such a program for both the students and the teachers.

51. Kaiser, Dave. "City Equips Swim Center for Handicapped Persons." Swimming Pool Weekly, March 23, 1970.

A detailed description of the community oriented program of swimming for the handicapped developed in Long Beach, California. Particularily useful is the information on the adaptations they made in the pool facility. The article includes pictures of this equipment in operation. Their organizational plan is also included.

52. Kamm, Alfred. "Swimming as an Activity Therapy." Mental Hygiene 33:3; July 1949.

Written to orient therapy personnel to the operation of a swimming program for their patients, it includes some basic information on pool operation along with specific adaptations needed for the handicapped. Also listed are a number of suggestions for program operation and a skill progression for non-swimmers.

53. Keffer, Louise. "Introduction to Swimming for the Deaf." The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

A description of the first few swimming lessions involving a group of deaf pre-school (age 2-5) children.. The setting was a deaf-oral nursery school at the Rehabilitation Center in Evansville, Indiana. Specific suggestions are included for getting acquainted with the children as well as early water adjustment.

54. Kelley, E.D. "Swimming for the Physically Handicapped." Journal of Health, Physical Education, Recreation 25: 12-13+; April 1954.

Consideration is given to teaching the physically handicapped to swim, aims and objectives of these programs, therapeutic values of swimming, contra-indications in swimming for the physically handicapped, and implications for teachers is included. More detailed information is included about the blind and cerebral palsied.

55. Lowman, C.L. Corrective Physical Education for Groups. New York: Barnes, 1928.

General information about effects of swimming on joint injuries and its place as a beneficial activity for individuals with lordosis is provided.

56. _____. "Hydrogymnastics from the Physical Education Standpoint." Journal of Health, Physical Education, Recreation 6:4: 8; April 1935.

Focus of the article is upon the values of underwater exercise and conditions surrounding activities in the water which must be considered when planning aquatic programs. Pertinent information about effects of water on bodily action is provided; emphasis is upon corrective aspects of aquatic activities.

57. _____. Therapeutic Use of Pools and Tanks. Philadelphia: Saunders, 1952.

Written for the physical therapist, this book is essentially a collection of exercises used in hydrotherapy. All exercises are illustrated. Also included are diagrams and instructions for construction pool equipment used in the exercises.

58. Lunan, Bert. "Cottage Parents Teach Kids to Swim," ICRH Newsletter 2:8; February 1967.

A description of the organization of the swimming program at Ruston State School in Ruston, La. Unusual in this program is the training and use of cottage parents as swimming instructor aides. Included is information on their value, as opposed to the use of volunteers from outside the institution.

59. Mathews, D.K., Kruse, R., and Shaw, V. The Science of Physical Education for Handicapped Children. New York: Harper, 1962.

Values and limitations of swimming for certain handicapping conditions are discussed. A valuable contribution of this source is information on swimming for the blind which includes a complete unit plan.

60. Meehan, Daniel S. "Handicapped Swim Clinic." Journal of Health, Physical Education, Recreation, October 1970.

The author discusses the need for workshops and other in-service training opportunities for those with limited experience who find themselves working in swimming programs for the handicapped. Guidelines and materials for conducting workshops are included.

61. Meyer, J.C. "Swimming for the Deaf." Journal of Health, Physical Education, Recreation 26: 12+; May 1955.

Values of swimming for the deaf, personality problems of the handicapped, problems of balance, and relationship of swimming to the general objectives of physical education are discussed.

62. Miles, Nancy R. Swimming Techniques for Children with Learning Disabilities. Chicago: Developmental Learning Materials, 1970.

A discussion of the specific problems in learning to swim presented by the child with learning disability. Specific attention is given to the setting for the initial swim experience and teaching beginner level activities,

though the orientation of the material is toward the remediation of learning problems rather than the attainment of a high degree of aquatic skill.

63. Miller, James F., and Throp, R. Investigation of the Effects of an Aquatics Program on the Psycho-Motor Function of TMR Children. Syracuse, N.Y.: Education and Culture Center, nd.

A report of research involving 60 TMR children for the purpose of supporting the theory that swimming activity would improve psycho-motor function. Results did not significantly support the hypothesis. However, some side effects were noted in the area of ego development.

64. Mongeon, Edmond J. "Aquatics for the Mentally Retarded." New Dimensions in Aquatics. Pelham, N.Y.: Council for National Cooperation in Aquatics, 1966. (Available through the American Association for Health, Physical Education, and Recreation)

A report from a workshop at the 16th Annual CNCA meeting including sections concerning planning and organizing a community program; personnel, qualification, and training; interpretation to parent groups; program materials; facilities; and terminology. Also included are short reports: "Aquatics for the Trainable Retarded," by Isobel Lea and "Project on Recreation and Fitness for the Mentally Retarded," by Jackson Anderson.

65. Muhl, William T. "Handicapped Children Reach New Dimensions in Aquatic and Small Craft Achievement." New Dimensions in Aquatics. Pelham, N.Y.: Council for National Cooperation in Aquatics, 1966. (Available through American Association for Health, Physical Education, and Recreation)

Originally a speech at the 16th CNCA Conference this article contains a brief historical overview of the development of swimming programs for the handicapped combined with a discussion of the values of such programs. The author ends on a note of challenge to all persons in aquatics to carry on the growth of these programs and to include the handicapped in all phases of aquatic activity.

66. Murphy, Judy. "The St. Coletta Approach to Swimming." ICRH Newsletter 3:4; December 1967.

A description of the summer swim program at the St. Coletta School in Jefferson, Wisconsin. It includes a discussion of the values of swimming for the retarded as well as several activities in the water as suggestions for helping the children get adjusted to their new environment and to have fun with it.

67. National School Board Association. "Convalescents Go Swimming as Part of Red Cross Plan." American School Board Journal 111: 52-53; December 1945.

This article consists of case histories of veterans and adaptations of swimming and other activities to enable them to participate. Some important points are made about the physiological benefits of swimming.

68. Newman, Judy. "From Wheelchair to Pool: She Bubbles with Happiness and Confidence," The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

A case history of a 14 year old post-polio victim. Emphasis is on the psychological benefits of aquatic accomplishment as well as the physical values.

69. _____. "Handicapped? Who's Handicapped?" Journal of Health, Physical Education, and Recreation. October 1971.

A report of the first swim meet held at Angel View Crippled Children's Foundation, Desert Hot Springs, California. This article includes not only a description of how the meet was set up and run but also suggestions on lead-up activities used to prepare children for the meet. In addition, the value of swim competition for the handicapped is discussed.

70. _____. "Swimming for the Child With Multiple Birth Defects." Journal of Health, Physical Education, and Recreation. October 1971.

The author describes a step by step progression used for teaching children with multiple congenital anomalies. Activities are described in detail, as are helpful hints regarding working with extremely handicapped and fearful students. Teaching techniques include Do's as well as Don't's.

71. _____. "Swimming for the Spina Bifida." Journal of Health, Physical Education, and Recreation. October 1970.

The values of swimming for children with spina bifida are discussed along with the skills that can be adapted to fit their capabilities. The condition itself is described and suggestions are given for hygienic controls which enable most children with spina bifida to swim in regular pools.

72. _____. "What a Difference a Year Makes," The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

Written after the first year of operation of the pool at the Angel View Crippled Children's Foundation, Desert Hot Springs, California, this article describes the gains made by children who had participated in swim patterning.

73. Panzer, Charles, "Swimming Program for Retarded is Outlined," ICRH Newsletter, April 1969.

A description of a swimming program for the trainable retarded students of the North Suburban School District, Glenview, Illinois. It concerns mainly the organization and staffing.

74. Padden, D.A. "Ability of Deaf Swimmers to Orientate Themselves When Submerged in Water." Research Quarterly 30: 214-226; May 1959.

This study was designed to determine the relationship of deafness to orientation ability when deaf subjects were submerged in water; considerations are also given to problems of the deaf-blind.

75. Pletcher, Phil. "Red Cross Learn-to-Swim Classes," The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1971.

A brief description of the swimming program for elementary special education students of the Washington Local Schools, Toledo, Ohio. How they arranged funding, transportation, facilities, as well as class organization and scheduling is included.

76. Podoll, Patricia A. "Swimming for the Rehabilitation of the Physically Handicapped." Aquatics Guide. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1967-69.

Psychological and physiological values of swimming for the handicapped are discussed. Pool facilities and teaching techniques applicable for the handicapped are also considered.

77. Pomeroy, Janet. Recreation for the Physically Handicapped. New York: Macmillan, 1964.

Included are a sample physician's recommendation form for aquatic participation, discussions of the values of swimming in general and of specific skills for certain handicapping conditions in particular, recommendations about the use of floatation devices, comments on special adjustments for the blind and deaf, and suggestions on teaching techniques.

78. "Pool Enclosure Boosts Program for Handicapped." Data and Reference Annual. Fort Lauderdale: Swimming Pool Weekly, 1972.

This article provides information on how parents and interested citizens of East San Diego County were able to obtain funds to enclose the pool at the Angels Unaware Training Center for Retarded Children. Stress is placed upon the value of swimming for the handicapped and the need for programs on a year-round basis.

79. Reese, Patricia. "The Comparative Use of Synchronized Swimming and Stroke Improvement Swimming as Recreational Therapy Tools with Selected Psychiatric Patients." Unpublished Master's Thesis.Tallahassee: Florida State University, 1962.

A study to determine whether or not the two types of aquatic activity cited could effect a change in behavior of the patients in situations outside of the pool environment. A description of the program along with the method of rating patient behavior is included.

80. Regan, Paul R. Physical Education for the Handicapped Through a Recreation Program of Remedial Sports and Social Activities, Memphis: Recreation Services for the Handicapped, 1966.

A comprehensive consideration of most aspects of swimming for the handicapped are included. Topics include: content of a well balanced program; a variety of handicapping conditions --- orthopedic disability, mental retardation, blindness, cardiac conditions; safety; stroke adaptation; values of an aquatic program. It could be used as an aid for staff training as study questions are included at the conclusion of the chapter.

81. Reynolds, Grace D. Swimming for the Handicapped. Longview, Washington: Longview YMCA, 1970.

Development on a national scale of aquatic programs for individuals with special need. Proposals, program organization including recruitment and training of personnel teaching suggestions for various kinds of handicaps, pool and facility requirements. Also bibliography of resource materials.

82. _____. "Swimming and Recreational Programing at the Longview YMCA." The Best of Challenge. Washington, D.C.: American Association for Health, Physical Education,and Recreation, 1971.

A description of the Longview, Washington recreation and swimming program for the mentally retarded and physically handicapped, sponsored by the YMCA.

83. Richards, Barbara. "Teaching the Mentally Retarded to Swim." Challenge 6:4, March-April 1971.

Discusses the four teaching approaches used teaching swimming to retarded children at the Walworth County Special School, Elkhorn, Wisconsin. They include movement exploration, station activities, one-on-one instruction, and perceptual-motor activities.

84. Richardson, Paul, Lucas, Katie. Aquatic Lessons for Exceptional Children. Elwyn, Pennsylvania: Elwyn Institute, nd.

A set of very detailed lesson plans for teaching beginning swimming to children who would tend to progress slower than the average due to various exceptionalities. Each skill is explained along with specific lead-up activities to aid not only skill development but also water adjustment. A variety of activities are included in an easy to follow step-by-step progression.

85. Robinson, Frank M., Stoddard, Mrs. C.H., and Houston, A. Basic Guide for Volunteers in Teaching Physically Handicapped Children to Swim. Boston: Easter Seal Society of Massachusetts, nd.

Included are sections on the values of swimming, teaching hints, skill progressions for beginners, and a variety of instructional ideas for volunteers and instructors.

86. Ruff, Dick. "College Volunteers Teach Our Retarded How to Swim." Motive (Ohio Department of Mental Hygiene and Correctives) 16:3; July-August 1970.

A brief description of the swimming program at Marca School in Marion, Ohio. Highlighted is the use of college students from the Kiwanis Circle K Club at Ohio State University as volunteer instructors.

87. Schoenbohm, W.B. Planning and Operating Facilities for Crippled Children. Springfield, Illinois: Charles C. Thomas, 1962.

Specific information about aquatics programs and facilities is limited to three areas: the recreational and physical advantages of swimming for cerebral palsy in children; the size, facilities and equipment needed for indoor swimming and outdoor swimming facilities; and programs in a camp situation.

88. Seamons, G. Swimming for the Blind. Provo: Brigham Young University, 1966.

This excellent source provides general information on blindness, organizing swim programs for the blind, and a detailed breakdown of swimming skills and how to modify them for individual students.

89. Shriver, Eunice. "Special Olympics," Swimming World 13:7; July 1972.

She outlines the organization of swimming competition within the Special Olympics, including grouping of entrants, special safety precautions, and the awards system. Also included are comments on the value of swi competition for the retarded.

90. Slifer, George B. "Recreational Swimming for the Physically Handicapped." Pennsylvania School Journal. 200+; January 1958.

91. Stafford, G.T. Sports for the Handicapped. New York: Prentice Hall, 1955.

This book contains a brief description of sports which are appropriate for individuals with specific handicapping conditions. Swimming is included but no definitive information is given.

92. Sterling, B. Aquatics for the Handicapped. New York: Swimming Pool Age, 1958.

The Spokane, Washington YWCA swimming program for the handicapped is described. Excellent teaching hints and information on adaptations for the blind, deaf, cerebral palsied, and post-polio patient are included.

93. Stewart, Joan E. Participation of Mentally Retarded Children in a Swimming Program. Master's Thesis. Lincoln: University of Nebraska, January 1966.

The purpose of this study was to determine the effect of a swimming program on trainable retarded children. A list of specific gains, mostly in the areas of social development and self-care skills, in addition to swim skills is included.

94. Streva, Joe. "How to Teach Handicapped Children to Swim." Parks and Recreation. 502-503; June 1966.

General teaching hints and background information on adaptations necessary for different handicapping conditions are discussed.

95. "Swimming Program for Handicapped Children Provides Recreation with Therapeutic Benefits." CHC Services Notes (Children's Health Council, Palo Alto), December 1965.

A description of the Wedde Handiswimmer program which is available to Council patients.

96. Times Education Supplement. "Where Backward Children Find Their Feet." Times Education Supplement 2616:64: July 1965.

The thesis of this article is that dull and backward children come closer to normal in performing physical skills, especially in swimming, than in mental skills. Very general case histories are presented for support.

97. Tisdale, H. "Corrective Value of Swimming." Journal of Health, Physical Education, Recreation 7: 437-439+; September 1936.

This article presents a kinesiological analysis of basic swimming strokes which stresses their corrective value. Development of the approach is based on the idea that proper execution of strokes can correct problems of body mechanics.

98. United Cerebral Palsy Association. Swimming for the Cerebral Palsied. New York: the Association, nd.

This is an excellent outline of a complete swimming program for the cerebral palsied person.

99. Weiser, Ron (editor). Swimming Manual. Pomona, Ca.: Central Service Dept., Pacific State Hospital, Box 100, nd.

Describes the aquatic program of Pacific State Hospital for the handicapped designed to meet patients' individual needs. Sections include Emergency Procedures for such things as epilepsy, shock, cramps, using the resuscitator, suggestions for the lifeguard, water games, and evaluation. Specific teaching units are included for beginners, advanced beginners, intermediate, and swimmer.

100. Williams, Marge. "Swimming for the Mentally Retarded." Journal of Physical Education 67:103-4; March-April 1970.

An overview of the teaching methods and techniques used in teaching the retarded. Also included are specific activities for water adjustment and skill development at the beginner level.

101. Wilson, G.D., Andrews, R.J. "Remedial Swimming." Journal of Health, Physical Education, Recreation 17: 70-71; February 1946.

Emphasis is upon swimming for convalescents and those in need of reconditioning exercises rather than the permanently handicapped. Information on effects of different water temperatures on the body and on various strokes in relation to joint action is especially good.

102. Woitovich, Stephen, Namy, E., and Graf, G.T. The Influences of Intelligence, Social Maturity, and Chronological Age on the Ability of Trainable Retardates to Learn Swimming Skills. Unpublished research study. Ashtabula, Ohio: Ashtabula County Retarded Children's School, nd.

The study was done to investigate pertinent factors which may contribute to the acquisition of basic swimming skills by trainable retarded children. Particular attention was given to factors of chronological age, social maturity, and intelligence.

103. Wright, Betty. "Success Breeds Success." Challenge 7:5; May-June 1972.

Outlines the organization of the swim program at the Community Association for the Retarded Center, Palo Alto, California. Contains information on program organization, as well as pool construction. Also included are the results of their study done to determine the effect of the swimming program on academic achievement.

104. _____. "The Wedde Handiswimmers." Journal of Health, Physical Education, Recreation, October 1970.

A description of a community oriented swimming program in Palo Alto, California. Information is given concerning the origin and development of the program as well as its current organization and administration.

105. Young Men's Christian Association. Swimming for the Handicapped. Longview, Washington: the Association, 1970.

A report of a study group presented at the YMCA 6th National Aquatic Conference. Topics included are: need for "Y" programs; program proposals; program organization; training of personnel; facilities; and teaching suggestions for various handicaps.

106. Yuker, Harold, Reoeneon, Joyce, and Fracchia, John. Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons: Design of a School for Physically Disabled Students. (Human Resources Study No. 8). Albertson, N.Y.: Human Resources Center, 1968.

A section deals with swimming pool construction and describes the pool at the Human Resources Center. Factors included in the description are air and water temperature, deck space, floor surface, and deck equipment.

107. Zussman, Jack. "Swimming." The Crippled Child, April 1966.

A description of the swim program at Camp Oakhurst run by the New York Service for Orthopedically Handicapped. It includes not only information on their organization, but also diagrams of their pool, specially constructed to facilitate use by physically handicapped.

ADDENDUM

Abramson, Richard A., Moyer, D.C., Flanagan, P. The Effects of A Verbal Teaching Technique on the Swimming Abilities of Educable and Trainable Mentally Retarded. Unpublished study. Waterville, Maine: Colby College, 1970.

Ashcraft, Rita, J. A Comparative Study of the Ability of Pre-School Deaf and Hearing Children to Learn Beginning Swimming Fundamentals. Master's Thesis. Jacksonville, Ill: MacMurray College, 1949.

ADDENDUM

Atkinson, C., and Newton, N. "Swimming for the Paralyzed." Physiotherapy 51: August 1965.

Bundschuh, E.L., Williams, W. Curtis, Hollingworth, Jack D., Gooch, Susan, and Shirer, Curt. "Teaching the Retarded to Swim." Mental Retardation, June 1972.

Bunker, J.T. "Waterpolo for Paraplegics." Journal of the Association for Physical and Mental Rehabilitation 2:3; December 1948.

Cabaniss, Ella Rachel. Procedures Used in Teaching a Paralyzed Child to Swim. Master's Thesis. University, Alabama: University of Alabama, 1944.

Canadian Association for Retarded Children. Volunteer Training Course for Leaders in Recreation Programs for the Retarded. Downsview, Ontario, Canada: the Association (4700 Keele Street).

Canadian Red Cross Society. Swimming for the Handicapped. Toronto, Ca.: the Society (95 Wellesley Street, East).

Choromanski, Frederick. "Pilot Swim Program Successful in Norwalk." ICRH Newsletter, September 1967.

Grutzmacher, Jean. The Teaching of Swimming to Blind and Partially Sighted Girls. Masters Thesis. Columbus: Ohio State University, 1954.

Heffner, Frederick D. A Study in Methods and Procedures in Organization and Administration of an Adapted Swimming Program for Post-Poliomyelitis Patients in Wood County Ohio. Bowling Green, Ohio: Bowling Green State University, 1956.

Keller, Paul Anthony. A Proposed Swimming Program for the Orthopedically Handicapped. Master's Thesis. Normal: Illinois State University, 1953.

Lampos, C.J. "Paraplegics Swim to a Comeback." Hygeia 25: July 1947.

Longview Young Men's Christian Association. Reports and Proceedings of Annual Workshops in Swimming and Recreation for the Mentally Retarded and Physically Limited 1962-1969. Longview, Washington: the Association (15th and Douglas).

Potts, Barbara Ann. A Survey of Ten American National-Red-Cross-Directed Planned Programs of Aquatics for the Handicapped and Disabled. Master's Thesis. Austin: University of Texas, 1955.

Stein, Julian U., and Klappholz, Lowell A. Special Olympics Instructional Manual. Washington, D.C.: American Association for Health, Physical Education, and Recreation and The Joseph P. Kennedy Jr. Foundation, 1972.

Resources

Note. The following listings--contact persons, sponsors of aquatic programs and activities for impaired, disabled, and handicapped, and agencies involved in these programs--contain excellent resource contacts for persons developing, expanding, or evaluating their own programs and activities in this area. When contacting these people try to be as specific as possible in stating your request. It will help them as well as you in the exchange of information. You are encouraged to send information and materials about on-going programs, special projects, demonstration activities, and persons with special competencies in aquatics for the handicapped to Director, Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, c/o Unit on Programs for the Handicapped, AAHPER, 1201-16th Street, N.W., Washington, D.C. 20036.

PERSONNEL

Jeanne Ackerman, 6117 Tilden Lane, Rockville, Maryland, 20852

Rosemary Allen, Director Aquatic Program for the Handicapped, YMCA, Bremerton, Washington, 98310

Ashtabula County Retarded Children's School, Ashtabula, Ohio, 44004

June Braaten, Advisor on Recreation and Camping, Ontario Association for Retarded Children, 77 York Street, Toronto, Ontario, Canada

Nona C. Bradburn, Riverside School, 2570 Hanson Street, Fort Myers, Florida 33901

Franz Brill, 6 Edgewood Drive, Baldwinsville, New York 13027

Donnato Cappozoli, National Easter Seal Society for Crippled Children and Adults, 2023 West Ogdon Ave., Chicago, Illinois 60612

Mary Carpenter, Mile High Chapter, American Red Cross, Denver, Colorado 80206

Community Association for the Retarded Center, 3864 Middlefield Road, Palo Alto, California 94303

Mary Anne Cook, Commission on Mental Retardation, 1724 Washington Street, E., Charleston, West Virginia, 25311

Ernie Davis, Douglas School, 328 West Stevens, St. Paul, Minnesota, 55107

Edith DeBonis, Southern Connecticut State College, New Haven, Connecticut, 06515

John H. Eiler, 33 Chase Street, Hyanniport, Massachusetts, 02601

John Engle, 97 Wayne Street, Oshawo, Ontario, Canada

Bill Engles, Human Resources Center, Albertson, Long Island, New York, 11507

Louis V. Fontana, Recreation Director, Kent County Association for Retarded Children, 3445 Post Road, Warwick, Rhode Island, 02886

Freeman School, 910 2nd Street, N.E., Rockford, Illinois, 61108

F. J. Gaenslen School, 1301 E. Auer Avenue, Milwaukee, Wisconsin, 53212

Gard School, St. Joseph, Michigan, 49085

Bill Gober, Research and Development Center, Fain Hall, University of Georgia, Athens, Georgia, 30601

Joseph Grabor, Warren Consolidated Schools, 29900 Lorraine Blvd., Warren, Michigan, 48093

Susan J. Grosse, Physical Education Teacher, F.J. Gaenslen School, 1301 E. Auer Avenue, Milwaukee, Wisconsin, 53212

Patricia Karrisch, King County Park Dept., 430 South 156, Seattle, Washington, 98148

Connie Curry Lawrence, McKinnon School, 2390 Moorpark, San Jose, California, 95117

Isobel Lea, Director of Aquatics, Metropolitan Toronto Retarded Children's Education Authority, Toronto, Ontario, Canada

Ruth Magher, Queens College, Charlotte, North Carolina, 28207

Marca School, Marion, Ohio, 43302

Dan Meehan, Assistant Director, Safety Programs, American Red Cross, Mile High Chapter, 170 Steele Street, Denver, Colorado, 80206

Bill Muhl, Principal, Freeman School, 910 2nd Street, N.E., Rockford, Illinois, 61108

Municipal Recreation Department, Long Beach, California

Judy Newman, Director of Physical Education and Swim Therapy, Recreation Center for the Handicapped, Great Highway near Sloat Boulevard, San Francisco, California, 94132

Pacific State Hospital, Box 100, Pomona, California, 91768

David Parker, Chairman, Study Committee on Swimming for the Handicapped, Canadian Red Cross, Water Safety Service, Jarvis Wellesley Street, Toronto, Ontario, Canada

Project Praise, Pleasant Valley School District, 600 Temple Avenue, Camarillo, California, 93010

Recreation Center for the Handicapped, Great Highway near Sloat Blvd., San Francisco, California, 94132

Paul Regan, Executive Director, Recreation Services for the Handicapped, 712 Tanglewood, Memphis, Tennessee 38104

Grace D. Reynolds, Director of Special Services, YMCA of S.W. Washington, Longview, Washington, 98632

Riverside School, 2570 Hanson Street, Ft. Myers, Florida, 33901

Riverview School, Manitowoc, Wisconsin, 54220

Seaside Sanitorium, Waterford, Connecticut, 06385

Evelyn Sims, 6001 Arlington Blvd., Falls Church, Virginia, 22044

Stewart School, 801 N. Casino Center, Las Vegas, Nevada, 89101

Dick Switzer, Principal, Human Resources School, Albertson, New York, 11507

Trudeau Center, 3445 Post Road, Warwick, Rhode Island, 02886

Walworth County Special School, Walworth, Wisconsin, 53184

Betty Wright, Director, Swim Program. C.A.R. Center, Wedde Handi-swimmers, 3864 Middlefield Road, Palo Alto, California, 94303

Gretchen Yost, Portland Park Bureau, 1107 S.W. 4th Avenue, Portland, Oregon, 97204

Young Men's Christian Association, Longview, Washington, 98632

Young Women's Christian Association, Spokane, Washington

Walter J. Zielnick, 4 Dusseldorf 10, Postfach 1 00 50, Western Germany

ASSOCIATIONS, SOCIETIES, AND FOUNDATIONS

Alexander Graham Bell Association for the Deaf (1537 35th Street, N.W., Washington, D.C., 20007)

Allergy Foundation of America (801 Second Avenue, New York, New York 10017)

American Association for Health, Physical Education, and Recreation (1201 Sixteenth Street, N.W., Washington, D.C. 20036)

American Camping Association (Bradford Woods, Martinsville, Indiana 46151)

American Corrective Therapy Association, Inc. (811 St. Margaret's Road, Chillicothe, Ohio 45601)

American Diabetic Association (18 E. 48th Street, New York, New York 10017)

American Foundation for the Blind (15 W. 16th Street, New York, New York 10011)

American Heart Association (44 E. 23rd Street, New York, New York 10010)

American Mental Health Association (2 East 86th Street, New York, New York 10028)

American Physical Therapy Association (1740 Broadway, New York, New York 10019)

American Red Cross (18th and E. Street, N.W., Washington, D.C. 20001)

American Speech and Hearing Association (9030 Old Georgetown Road, Washington, D.C. 20014)

Arthritis Foundation (1212 Avenue of the Americas, New York, New York 10036)

Association for the Aid of Crippled Children (345 E. 46th Street, New York, New York 10017)

Association for Children with Learning Disabilities (2200 Brownsville Road, Pittsburg, Pennsylvania 15210)

Boy Scouts of America (New Brunswick, New Jersey 08903)

Canadian Red Cross Society (95 Wellesley Street, East, Toronto, Ontario)

Council for Exceptional Children (Suite 900, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202)

Council for National Cooperation in Aquatics (51 Clifford Avenue, Pelham, New York 10803)

Epilepsy Foundation of America (Suite 1116, 733-15th Street, N.W., Washington, D.C., 20005)

Girl Scouts of America (830 3rd Avenue, New York, New York 10022)

The Joseph P. Kennedy Jr. Foundation (1701 K Street, N.W., Suite 205, Washington, D.C. 20006)

Muscular Dystrophy Association of America (1790 Broadway, New York, New York 10019)

National Association for Mental Health (10 Columbus Circle, New York, New York 10019)

National Association for Retarded Children (2709 Avenue E East, Arlington, Texas 76011)

National Association of the Physically Handicapped (1466 Lafayette Street, Lincoln Park, Michigan 48146)

National Cystic Fibrosis Foundation (202 East 44th Street, New York, New York 10017)

National Easter Seal Society for Crippled Children and Adults (2023 W. Ogden Avenue, Chicago, Illinois 60612)

National Hemophilia Foundation (25 West 39th Street, New York, New York 10018)

National Jewish Welfare Board (15 Weast 26th Street, New York, New York 10010)

National Occupational Therapy Association (251 Park Avenue South, New York, New York 10010)

National Paraplegia Foundation (333 North Michigan Avenue, Chicago, Illinois 60601)

National Recreation and Parks Association (1601 North Kent Street, Arlington, Virginia 22209)

National Society for Autistic Children, Inc. (621 Central Avenue, Albany, New York 12205)

National Swimming Pool Institute (2000 K Street, N.W., Washington, D.C. 20006)

National Therapeutic Recreation Society (1700 Pennsylvania Avenue, N.W., Washington, D.C. 20006)

National Trainers Association (Mel Bleckenstaff, Athletic Trainer, Indiana State University, Terre Haute, Indiana 47809)

National Wheelchair Athletic Association (40-24 62nd Street, Woodside, New York 11377)

United Cerebral Palsy Associations, Inc. (66 East 34th Street, New York, New York 10017)

Young Men's Christian Association (291 Broadway, New York, New York 10007)

Young Women's Christian Association (600 Lexington Avenue, New York, New York 10022)

Most service and civic groups such as Civitan, Jaycees, Rotary, Optimist, Lions, and Kiwanis have national commitments to support programs of organizations dealing with specific impairments and disabilities; many state and local affiliates participate actively in programs of groups dealing with other conditions to meet priority needs in their states or localities. Contact representatives of state and local affiliates of service and civic groups to obtain their support of and participation in activities and projects in physical education, recreation, and related areas for special populations.

FILMS

Splash - 16mm, sound, color, 20 minutes. (To rent or purchase contact Documentary Films, 3217 Trout Gulch Road, Aptos, California 95003.)

Swimming for a Congenital Quad Amputee - 16mm, silent, black and white, 10 minutes. (To rent contact Instructional Media Center, University of Texas, University Station, Austin, Texas 78712.)

Swimming for the Handicapped - 16 mm, silent, color, 17 minutes. (To rent contact Muscular Dystrophy Association of America, 1790 Broadway, New York, New York 10019.)

Teaching Johnny to Swim - 16mm, sound, color, 15 minutes. (To borrow contact local chapter of the American Red Cross.)

There are also a variety of movies and loop films available concerning the more technical aspects of the development of swimming skill. Information concerning them can probably be obtained by contacting local resources.

PERIODICALS

Challenge (1201 Sixteenth Street, N.W., Washington, D. C. 20036)

ICRH Newsletter (Southern Illinois University, Carbondale, Illinois 62901)

Journal of Health, Physical Education and Recreation (1201 Sixteenth Street, N.W., Washington, D. C., 20036)

Journal of Physical Education (600 Broad Street, Newark, New Jersey)

Recreation and Parks (1601 North Kent Street, Arlington, Virginia 22209)

Swimming Pool Age (Sunrise Professional Building, Fort Lauderdale, Florida 33304)

Swimming Technique (12618 Killion Street, North Hollywood, California 91607)

Swimming World (12618 Killion Street, North Hollywood, California 91607)

Therapeutic Recreation Journal (1601 North Kent Street, Arlington, Virginia 22209)

Wheelchair Competitor (30396 Stellamar Drive, Birmingham, Michigan 48010)

Program Development

Many factors must be considered in planning and implementing aquatic programs for all handicapped persons --

I. Objectives

A. Aid in physical development and in maintenance of physical fitness,

B. Provide an additional setting in which a child can learn about his environment and his place within it,

C. Establish a social setting in which a child can interact successfully with his peer group as well as adults,

D. Provide a setting in which a child can achieve success, hence improving his emotional growth and broadening his self-concept,

E. Develop a life-time recreational outlet.

II. Participants

A. Survey community needs

B. Determine population the program will serve

- Type(s) of condition(s)
- Degree or severity of conditions
- Age
- Sex

C. Inform community of program

D. Locate, screen, and select participants

III. Organization

A. Establish and implement administrative policies and procedures

- Liaison with community agencies, medical personnel, school personnel, parents
- Solicitation of funds
- Record keeping
- Public relations and publicity

B. Develop program content

- Instructional swimming
- Recreational swimming
- Small craft
- Synchronized swimming
- Skin and SCUBA diving
- Cognitive development activities

C. Determine and supervise evaluation procedures

D. Establish first aid and emergency care procedures

IV. Facilities

A. Determine availability of local pools

- Share with already existing programs
- Use of private pools
- Use of portable pools

B. Consider suitability for handicapping condition(s) of participants

C. Assess need for transportation to and from the program site

V. Staff

A. Select on basis of the program and participant needs

- Administrative
- Pool
- Locker room

B. Establish pre-service and in-service training